Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

March, 1983

TO THE READER:

This report of an evaluation of the Calgary Board of Education's English as a Second Language Program will be of interest to many educators and others. The findings and recommendations will be applicable in varying degrees to other school jurisdictions where similar needs and programs exist.

The Planning Services Branch is pleased to be able to make this report available. We hope that you will find it useful.

Yours sincerely

H.I. Hastings
Director
Planning Services

ENGLISH AS A SECOND LANGUAGE

An Evaluation of Calgary Board of Education ESL Services Grades 1-12

SUMMARY REPORT

Gail V. Barrington, Ph.D.

Program Evaluation
Calgary Board of Education
Calgary, Alberta, Canada

under contract to
and in cooperation with

Planning & Research Branch
Alberta Education
Edmonton, Alberta, Canada

December, 1982

82-34

TABLE OF CONTENTS

	Page
Letter of Transmittal, G.A. McLennan	iii
Letter of Transmittal, Gail V. Barrington	iv
Letter of Validation, Patricia Wakefield	v
Acknowledgements	vii
Abstract	viii
List of Recommendations	x
To start with....(Sample ESL Student Profiles)	xiv
CHAPTER I - OVERVIEW	
1. Who are the English as a Second Language Students?	1
2. Who teaches the ESL Students?	4
3. What is the ESL Program?	5
4. Why Conduct an Evaluation of ESL Services, Grades 1-12?	8
5. What does the Evaluation Examine?	12
6. How was the Evaluation Conducted?	13
CHAPTER II - CONCLUSIONS AND RECOMMENDATIONS	
1. Student Needs (Research Question One)	17
2. Program Needs (Research Question Two)	22
3. Staff Needs (Research Question Three)	38
4. Resource Needs (Research Question Four)	44
5. Communication Needs (Research Question Five)	45
6. Concluding Remarks	53
REFERENCES	54

LIST OF TABLES

		Page
Table 1	- Country of Origin of ESL Students	2
Table 2	- ESL Student Skill Levels as rated by ESL Teachers	3
Table 3	- ESL Student Enrolment	10
Table 4	- ESL Evaluation Study Design	15

Our File No.

Calgary Board of Education

Office of the Chief Superintendent

December 17, 1982.

The Honourable David King,
Minister of Education,
Government of the Province of Alberta,
319 Legislature Building,
Edmonton, Alberta.

Dear Mr. King,

I am pleased to submit this report English as a Second Language: An Evaluation of Calgary Board of Education E.S.L. Services Grades 1-12 which was carried out under an agreement between you and the Calgary Board of Education dated February 1, 1982.

The report documents the procedures, findings and recommendations of Dr. Gail Barrington of the University of Calgary, who, under contract to the Calgary Board of Education, carried out this study which was requested by the Board in March, 1981.

We are indebted to you for your financial contribution to the study and gratefully acknowledge the consultative assistance of Dr. Harry Sherk of Planning and Research, Alberta Education, and Dr. Bernie Brunner, Language Services Board, Alberta Education, who were members of the steering committee for this evaluation.

I also wish to acknowledge the contribution of the many Calgary Board of Education staff members involved without whose cooperation, time, commitment and expertise the study would not have been possible. Special thanks are due to Dr. Barrington for her fine work, to the members of the evaluation steering committee for their time and input, and to Ms. Gayle Belsher who carried out the four month long research study which preceded the actual evaluation.

Mrs. Patricia Wakefield, an expert in E.S.L. education at the University of British Columbia who acted as our external consultant, informed us that it was a major Canadian study about which she was most enthusiastic.

We hope that fellow educators in Alberta and beyond may find it useful.

Yours sincerely,

G.A. McLennan

G.A. McLennan, Supervisor,
Program Evaluation,
Chairman, E.S.L. Evaluation Steering Committee.

Education Centre Building. 515 Macleod Trail S.E.
Calgary, Alberta T2G 2L9, Telephone: 268-8100 (Area Code 403)

December, 1982

Mr. G.A. McLennan
Supervisor, Program Evaluation
Calgary Board of Education
Education Centre Building
515 Macleod Trail S.E.
CALGARY, Alberta T2G 2L9

Dear Mr. McLennan

Please find attached English as a Second Language: An Evaluation of Calgary Board of Education ESL Services Grades 1-12 for your information.

The evaluation project ran from March to December, 1982, and involved the development, administration, and analysis of questionnaires and interviews to samples of ESL students, parents of ESL students, ESL teachers, regular classroom teachers, and principals of Host and Feeder schools.

I hope that the conclusions and recommendations outlined in Chapter IV will assist the Calgary Board of Education in providing appropriate educational experiences for ESL students, will help administrators develop effective methods for coping with a fluctuating student population, and will provide information to Alberta Education for use in the consideration of ESL programs across the province. For convenience, a summary list of recommendations is provided at the front of this document.

Thank you for the opportunity of working on this project. I have found it both a rewarding and an educational experience.

Yours very sincerely

Gail V. Barrington

Gail V. Barrington, Ph.D.

THE UNIVERSITY OF BRITISH COLUMBIA
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VANCOUVER, B.C., CANADA
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FACULTY OF EDUCATION

December 16th, 1982

Mr. G.A. McLennan,
Supervisor
Program Evaluation
Chairman, ESL Evaluation Steering Committee
Calgary Board of Education, Calgary, Alberta.

Dear Mr. McLennan:

I was pleased to act as external consultant for the ESL program evaluation which has just been concluded.

English as a Second Language services within the Calgary Board of Education have increased very rapidly particularly during the last decade. As with any program which experiences rapid growth, it becomes necessary to monitor implications, to establish priorities and to formulate policy statements which accommodate it within the larger framework of the school system.

Significant numbers of students who do not speak standard English as a home language are a reality in most of the school systems in Canada. It is incumbent upon educational institutions to recognize and address changing needs and priorities in the school population.

The methodology employed in the Calgary program evaluation was both thorough and innovative. The initial collection of historical data provided a framework for the design of the evaluation. All segments of the population concerned with ESL programming were consulted in the surveys. Dr. Barrington's meticuluous documentation of each facet of the data collection contains not only ample material for further study in Calgary, but also provides a model for other school districts to follow.

It was my responsibility, because of my long experience in ESL, to discuss with Dr. Barrington, perceptions related to the data and to comment on the proposed recommendations.

continued . . .

I have perused the finished document with a feeling of gratification and admiration. The methodology is thorough and the recommendations sound. The Calgary Board of Education is to be commended for its recognition and evaluation of a phenomenon which has tremendous educational significance.

Sincerely,

Patricia Wakefield

Patricia Wakefield.

PW:mjf

ACKNOWLEDGEMENTS

This study was only made possible through the contribution of a great many people who deserve special commendation and thanks:

- To the ESL Evaluation Steering Committee members who took such a vital interest in the study's progress and who provided such valuable input, namely:

  Dr. Harry Sherk, Associate Director, Planning and Research, Alberta Education
  Dr. Bernie Brunner, Language Services Board, Alberta Education
  John Hogan, Associate Superintendent, Continuing Education, Calgary Board of Education
  John Dyer, Assistant Superintendent, S.W. Area Office, Calgary Board of Education
  Allan McLennan, Supervisor, Program Evaluation, Calgary Board of Education
  Chairman, ESL Evaluation Steering Committee

- To Maurine Leech-Steffens, Research Assistant, who cheerfully devoted so many hours as interviewer and researcher, making this study special for so many students and parents; to researcher Dick Holmes for willingly providing help when needed; to Gayle Belsher for providing such excellent background material for the study and for researching the Canadian context; and to interpreter Da To for providing such valuable liaison.

- To Jill Wyatt, Gerda Notacker, and Jan MacDougall of the ESL Program for their unfailing help in providing information.

- To Pat Wakefield of the University of British Columbia for her very professional interest and support during the critical recommendation phase.

- To Dr. Wally Unruh and Dr. Walter Zwirner of the University of Calgary.

- To Joy Gleghorn, Patsy Chan, Sharon Fleshman, Irene Chan, Linda Elian, Carmen Keshmiri, Purnima Thakor, Lillian Devolin, Joyce Clark, and Lori Preston, who assisted willingly in processing, typing, and proofreading such enormous quantities of data.

- To all the teachers and principals participating in the study who provided such valuable data despite their busy June schudules.

- To the ESL students and the parents of ESL students who were so eager to share their opinions and who truly made this study unique.

- And lastly, to Bruce and Wil for their continued love and support.

G.V.B.

ABSTRACT

English as a Second Language: An Evaluation of Calgary Board of Education ESL Services Grades 1-12 provides an overview of an evaluation study conducted for the Calgary Board of Education from March to December, 1982, from the perspective of a needs assessment. Five research questions addressed Student Needs, Program Needs, Staff Needs, Resource Needs, and Communication Needs.

Instruments developed included the ESL Student Interview/Questionnaire, ESL Parent Interview, ESL Teacher Questionnaire, Regular Classroom Teacher Questionnaire, and Principal Questionnaire. A multi-stage cluster sampling method was employed to identify study participants. Completion rates were 90% or more for all five instruments. Data was analyzed quantitatively by the computer program SPSS and qualitatively by content analysis procedures.

Study findings related to Student Needs indicated that ESL student satisfaction was very high except at the Senior High level. However, at all levels, students desired more Canadian friends. Instructional, Social, Emotional, and Cultural needs were identified.

Study findings related to Program Needs were analyzed by program type. Two serious problems emerged with the Partial Day Model employed at the Elementary level: 1) An information gap between principals hosting ESL classes in their schools and principals sending their ESL students out of school for ESL instruction; and 2) Transportation costs which are not only financial, but also instructional. The Reception Class Model at the Secondary level appeared to be generally effective, particularly at the Senior High level, with the following exceptions: 1) The need for administrative structure at the school level; 2) The need for vocational programming; 3) The need for in-school reception classes; and 4) The need for speeded integration into the regular program. Some question remains about the appropriateness of this model at the Junior High level. The Resource Room Withdrawal Project appeared to be generally satisfactory; however, it was terminated for administrative reasons prior to the conclusion of the study. The Itinerant Teacher Withdrawal Project was considered a success due to high student, parent, and teacher support; however, a number of instructional concerns were identified which should be addressed prior to expansion of the project. Finally, it was recommended that the Pre-Employment Pre-Vocational English as a Second Language project be terminated due to lack of congruence between student needs and project goals. Additional program needs were identified in the areas of policy and curriculum development.

Staff needs emerging from study data included the need for clearly defined preparation time, for the staffing ratio to be clarified in writing, and for pre-service training and on-going professional development for ESL teachers to be emphasized.

Resource needs were limited, indicating that program funding at the school level appears to be satisfactory.

Communication needs were severe, both within the organization and between the home and the school. Internal communication regarding ESL students was considered weak in terms of staff in-service on ESL and between a number of groups identified in the study. Home-school communication was judged unsatisfactory altogether.

Problems identified included the poor English skills of parents, the infrequency of their contact with the school and their lack of knowledge about school services. A number of recommendations were made to improve communication related to ESL.

The study concluded by urging adoption of a policy of multiculturalism and the fostering of integration of ESL students not only into the classroom, but into the Canadian mainstream.

LIST OF RECOMMENDATIONS

RECOMMENDATION 1
That criteria, including time lines, be adopted for the complete integration of ESL students into regular classes at all levels in the school system, but particularly at the Senior High level.

RECOMMENDATION 2
That support services, such as drop-in tutorial services in schools, be provided on an ongoing basis for ESL students who have been placed in regular classes.

RECOMMENDATION 3
That transition classes involving content areas be developed and taught by ESL and regular staff for both Junior and Senior High ESL programs and that completion of these courses be included on students' records.

RECOMMENDATION 4
That Alberta Education be approached regarding the granting of credit for satisfactory completion of transition courses at the Senior High level.

RECOMMENDATION 5
That a booster program be developed at the Senior High level for students having an educational gap of more than two years which would involve academic upgrading, career counselling for both students and their parents, and tutorials in the native language to aid conceptual development.

RECOMMENDATION 6
That the Calgary Board of Education confirm that all resources available to regular students be made available to ESL students, including such services as resource rooms, Learning Assistance Centres, school psychologists, and guidance counsellors.

RECOMMENDATION 7
That all ESL students be assessed to identify both language and educational needs prior to placement in schools and be assessed periodically thereafter to monitor progress.

RECOMMENDATION 8
That grade placement of ESL students be determined by their chronological age.

RECOMMENDATION 9
That a policy endorsing multiculturalism be adopted by the Calgary Board of Education, acknowledging the presence of students of all nationalities as an enriching factor for all.

RECOMMENDATION 10
That all schools, but in particular the Junior High schools, stress integrative social activities and foster multicultural awareness through such strategies as buddy systems, international games, and multicultural field trips.

RECOMMENDATION 11
That a team of para-professional multicultural liaison workers be established to link ESL students, their parents, and their ethnic communities with school staff, the school, and community resources.

RECOMMENDATION 12
That use of the Partial Day Model be re-examined in light of the viability questions raised in this study.

RECOMMENDATION 13
That consideration be given to the use of a variety of solutions to the ESL needs of each Area of the system in order to provide flexible and responsive ESL services, and that decisions about appropriate delivery modes be determined within each Area.

RECOMMENDATION 14
That ESL programs at the Senior High level be consolidated into specific schools and that principals of these schools provide for appropriate administrative representation.

RECOMMENDATION 15
That full-time reception classes for non-English speaking students be provided in Senior High schools which offer ESL services.

RECOMMENDATION 16
That the feasibility of operating a vocational program for ESL students in secondary schools be considered, based upon the experiences of other major Canadian ESL programs, upon current and future secondary ESL student needs, and upon parental input.

RECOMMENDATION 17
That upon completion of its responsibility to currently enrolled students, the Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project be terminated.

RECOMMENDATION 18
That the use of the Reception Class Model at the Junior High level be re-examined in light of inconclusive study findings about its viability for ESL students in these grades.

RECOMMENDATION 19
That the effectiveness of the Itinerant Teacher Withdrawal Project be reviewed annually for flexibility, teacher satisfaction, ESL student social integration, parental input, and adequacy of administrative guidelines, and that the findings be used in determining the future direction of this delivery mode.

RECOMMENDATION 20
That the Calgary Board of Education develop criteria for student entry to and exit from ESL programs.

RECOMMENDATION 21
That the Calgary Board of Education develop guidelines for providing for ESL students having multiple needs.

RECOMMENDATION 22
That the Calgary Board of Education encourage the development of ESL curricula guidelines for each Division of grades to foster program consistency and that these guidelines be disseminated to all principals and to regular classroom teachers of ESL students.

RECOMMENDATION 23
That appropriate ESL resource guides be developed for each of the following groups: principals, ESL teachers, and regular classroom teachers.

RECOMMENDATION 24
That principals of schools having ESL teachers review the preparation time of those teachers for both adequacy of time relative to regular teachers and appropriateness of activities performed during that time to ensure that contractual obligations are being met.

RECOMMENDATION 25
That the full time equivalent staffing ratio for ESL teachers be clarified in writing and disseminated to all ESL teachers and their principals.

RECOMMENDATION 26
That ESL teacher hiring and evaluation criteria be revised to make pre-service training and ongoing professional development priority items.

RECOMMENDATION 27
That participation in ESL professional development activities be a condition of employment for ESL teachers.

RECOMMENDATION 28
That schools hosting ESL classes arrange to have one joint professional development day per year to enable ESL teachers to participate in professional activities.

RECOMMENDATION 29
That current ESL in-service activities be assessed for their appropriateness for ESL teachers who are at various stages of their professional development.

RECOMMENDATION 30
That the Calgary Board of Education request that sufficient professional training in ESL instruction be provided by the University of Calgary and the other Alberta universities.

RECOMMENDATION 31
That principals who have ESL students in their schools designate funds in their budget for ESL activities and supplies.

RECOMMENDATION 32
That in-service activities be provided for regular classroom teachers and principals about the ESL program, ESL students' needs, and multicultural awareness.

RECOMMENDATION 33
That principals who have ESL teachers in their school receive in-service in ESL teacher evaluation and be provided with appropriate evaluation criteria.

RECOMMENDATION 34
That ESL and regular classroom teachers be encouraged to participate in short-term classroom exchanges to foster awareness and communication.

RECOMMENDATION 35
That a translater liaison service be established to link principals and teachers to services in the community to aid their written communication with the home.

RECOMMENDATION 36
That parents of ESL students be made aware of continuing education opportunities for their own English language acquisition and, in particular, that the language needs of mothers of ESL students be addressed by the Calgary Board of Education.

RECOMMENDATION 37
That a brief summary of the findings of this study and the actions taken by the Calgary Board of Education as a result be circulated as feedback in a multilingual memo to the parents of ESL students.

To start with....

SHIU, aged 10, came to Canada about two years ago from Mainland China and was immediately enrolled in a Grade 1-2 class. Each day, for part of the morning, she was sent by taxi to an ESL class. Shy and bewildered at first, she was anxious to learn English and became a serious, hard-working student. As her English improved, her progress in her regular class accelerated and soon she was moved to Grade 4 to be with children her own age. She adjusted well and has recently begun attending Chinese school on Saturdays to maintain her own language.

JOHN, also aged 10, from Mainland China and enrolled in a Grade 1-2 class, has not fared as well. Initially an outgoing and confident youngster, he soon became the class clown in both his regular and ESL classes, seeming to need a great deal of attention. His progress in oral English was satisfactory but reading and writing skills lagged far behind. His behavior began to reflect his frustration. After a meeting with his parents it was decided to place John with his peers even though he would not be able to work with them in all subjects. Arrangements have been made for him to receive Learning Assistance and reading instruction at a suitable level for his needs. His teachers hope he will be more comfortable in his new class situation.

GURDEEP, aged 14, came to Calgary from India almost a year ago. He lives with his parents, two older brothers and a sister, all of whom work. Sometimes he helps them with their jobs. Life at home is very disorganized with everyone keeping a different schedule. No one has time to help Gurdeep with his school work. He has found it difficult to adjust to the different social structure here and his self-esteem has suffered. Although he has not experienced much prejudice from his school mates, he knows of other East Indians who have. His school work is uneven and reflects his insecure grasp of his new environment.

KEN, aged 18, is an ethnic Chinese student from Vietnam. After spending a year in a refugee camp in Indonesia, he arrived in Canada in 1979 and was placed in a Senior High ESL program although he only had five years of schooling and had been out of school since 1975. Ken works a twenty-five hour week cleaning offices. He gives some of the money he earns to his adoptive family (also Vietnamese refugees) and sends the rest home to his own family in Vietnam. Although he is anxious to get an education, he is frustrated by his own lack of academic skills. He has no time to make friends and has little family support. He is not making the progress he feels he should in learning English and is seriously considering quitting school.[1]

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[1] These student profiles were prepared by ESL teachers and represent actual ESL students whose names have been changed.

CHAPTER 1 - OVERVIEW

1. Who are the English as a Second Language Students?

Shiu, John, Gurdeep, and Ken are just four of the fourteen hundred ESL students currently receiving instruction from the Calgary Board of Education. A recent teacher survey of ESL student information provided the following ESL student information (Belsher, 1981a). Half of the ESL students (48%) are in Elementary grades, while 23% are in Junior High and 29% in Senior High. Most of the students (70%) are from Asian countries, but surprisingly 6% were born in Canada. (Consult Table 1 for a breakdown of country of origin.) The educational background of many students has been interrupted in some way: 55% of Junior High students have six or fewer years of prior education, 78% of Senior High students have nine or fewer years.

ESL teachers were asked to rate the reading, writing, listening and speaking skills of their students into categories from Beginner to Advanced. The greatest proportion of Elementary students were considered beginners in listening, speaking and writing skills, but most particularly in reading skills. The greatest proportion of Junior High students were identified as having intermediate skills in reading and writing, but advanced skills in listening and speaking. Senior High students were, in the majority, rated at the intermediate level in all skills with a tendency towards being advanced in writing skills; however, 25% of Senior High School students were rated at the lowest level for listening, speaking and reading skills. (Consult Table 2 for a detailed analysis of student skill levels.)

TABLE 1

COUNTRY OF ORIGIN OF ESL STUDENTS
CALGARY BOARD OF EDUCTION
DECEMBER, 1981[1]

COUNTRY	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL
Vietnam	604	42.0 %
Asia - Other	142	10.2 %
Europe	108	7.5 %
China	100	6.9 %
Hong Kong	80	5.6 %
India/Pakistan	70	4.9 %
Canada - French	58	4.0 %
Lebanon	42	2.9 %
Unknown	39	2.7 %
Laos/Cambodia	34	2.4 %
Canada - Other	30	2.0 %
Japan	25	1.7 %
South America	23	1.6 %
Israel	19	1.3 %
Central America	18	1.2 %
Middle East - Other	17	1.2 %
Africa	16	1.0 %
TOTAL	1425	

[1] Belsher, Evaluation of the English as a Second Language (ESL) Program, Phase One: Information about the ESL Program Background, Calgary Board of Education, 1981, p. 36.

TABLE 2

ESL STUDENT SKILL LEVELS
AS RATED BY ESL TEACHERS
DECEMBER 1981[1]

	ELEMENTARY STUDENTS	JUNIOR HIGH STUDENTS	SENIOR HIGH STUDENTS
Listening Skill Levels:			
Lowest - understand no English, or understand only basic conversations with low content and few idioms	322	104	102
Middle - generally understand natural conversation but require frequent repetition	214	94	170
Highest - understand most speech, including radio and telephone	143	119	141
Do Not Know	9	4	7
Speaking Skill Levels:			
Lowest - speak no English or very limited simple speech	277	104	113
Middle - speak with hesitation and frequent errors	209	95	168
Highest - conversational speech with few or minor errors	184	111	135
Do Not Know	18	11	4
Reading Skill Levels:			
Lowest - read no English or read only simple exercises drilled in class	446	112	102
Middle - read published material with difficulty and error	123	152	221
Highest - read with few errors and generally at own age level	27	50	93
Do Not Know	92	7	4
Writing Skills Levels:			
Lowest - writes no English or only copies	270	62	28
Middle - can write structured material	226	147	195
Highest - can compose simple exposition and varied prose types without major error	107	112	193
Do Not Know	85	0	4

[1] Belsher, 1981a, pp. 37-39.

Generally speaking, ESL teachers have little contact with the parents of these students; for 75% of the population, teachers indicated no parental contact at all.

An examination by school Area revealed that 42% of all ESL students attend East Area schools. The Southeast Area serves the smallest number of ESL students at 10%. Related to this fact is the larger proportion of Southeast Area students (39%) requiring transportation to ESL classes.

2. Who teaches the ESL Students?

In the 1981-82 school year there were 58 full-time equivalent ESL teachers. The current staff ratio is 12 full-time equivalent students per teacher which resulted in an average of 22 ESL student contacts per day (Belsher, 1981a). The unique situation of ESL teachers, particularly at the Elementary level where many students are taxied to and from class, makes this figure seem low, for some teachers indicated that they were seeing up to 48 ESL students per day.

The number of ESL teachers per school varies directly according to school type, with one full-time equivalent teacher per ESL Elementary school, 1.4 per Junior High, and 2.7 per Senior High. The ability to share materials and experiences and to group students is thus related to school type with Elementary teachers mainly working solo while Senior High teachers approach a "department" status.

The typical ESL teacher has been teaching ESL for the Calgary Board of Education for three years and may have one year of prior experience elsewhere. It is likely she has had some formal ESL training, although 25% of the teachers have none and 20% have never attended an in-service function.

3. What is the ESL Program?

The English as a Second Language (ESL) program has been developed by the Calgary Board of Education "to meet the needs of those students who have not yet achieved functional fluency in the English language and thus may not be achieving at a level commensurate with their age and/or abilities." (Wyatt, 1982a).

The philosophy of the program states that all students, regardless of linguistic or cultural background, must be provided with the opportunity to develop their potential to the fullest extent. The program aims to meet the needs of ESL students in two specific areas:

1) Learning English to a level commensurate with their age and ability.
2) Adapting to Canadian culture without supplanting their original culture.

During the 1981-82 school year, five different forms of ESL program delivery were being employed. These consisted of two major models, the Partial Day Model at the Elementary level and the Reception Class Model at the Secondary level, and three experimental projects, the Resource Room

Withdrawal Project, the Itinerant Teacher Withdrawal Project, and the Pre-Employment Pre-Vocational English as a Second Language Project. A description of each follows.

(Note: These descriptors are taken from the classification system for ESL/D programs developed by Alberta Education rather than using actual program descriptions, in an attempt to simplify a wide variety of program terms currently in use.)

1) The Partial Day Model

The Partial Day Model of ESL instruction takes place at the Elementary level (Early Childhood Services to Grade 6). Students requiring instructions in ESL are withdrawn from their home or Feeder School for a portion of each day to attend an ESL class at a specified ESL Host School. Transportation is provided by the Board, either by taxi for the younger children, or by bus pass for the older children. ESL students whose home school is also a Host School simply move from their regular classroom to the ESL class for instruction.

2) The Reception Class Model

The Resource Class Model of ESL instruction occurs at the Secondary level (Grades 7-12). Students requiring instruction in ESL register at designated Host Schools on a full-time permanent

basis. They attend ESL classes full time at first and integrate increasingly into regular classes as their English language skills improve.

3) The Resource Room Withdrawal Project

Experimental use of the Resource Room Withdrawal concept has been implemented at the Elementary level at Acadia School. ESL students from outside the community register at the school on a full-time temporary basis for both ESL and regular classes. When no further need of ESL instruction is required, the students transfer to their local school.

4) The Itinerant Teacher Withdrawal Project

The Itinerant Teacher Withdrawal Project is an experimental project in the East Area for ESL students at the Early Childhood Services to Grade 2 levels. These children do not travel for ESL instruction; rather, they are totally integrated into regular classes in their community. No ESL classes are held. Instead an ESL Resource Teacher travels from school to school to provide on-the-spot help to both ESL students and their regular teachers as required. A major component of the project involves the provision of professional development activities and resources for the regular classroom teachers to enable them to better meet the language needs of their ESL students. The ESL Resource Teacher also meets with ESL students on an ad hoc basis, often within the regular class setting.

5) The Pre-Employment Pre-Vocational English as a Second Language Project

The Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project was initiated at the Forest Lawn Senior High in February, 1982 for a group of fifteen students. This has provided an alternative course of study for students between the ages of 16 and 18 who have already spent at least one year in ESL classes, but whose progress has been slow and whose successful integration into the Senior High curriculum has been seriously restricted. The goal of The PEPVESL Project is to prepare students for employment in a Canadian context. It provides students with survival levels of English and Math, Counselling and Work Experience.

For comparison purposes, an explanation of the types of ESL instruction currently available in Canada is provided in Chapter II.

4. Why Conduct an Evaluation of ESL Services, Grades 1-12?

The three major reasons for the evaluation are related to the following factors:

1) Rapid Growth
2) Appropriateness of Program Delivery Modes
3) Need for Policy Development

A discussion of each of these reasons follows.

1) Rapid Growth

The Calgary Board of Education has been concerned with the increasing responsibilities imposed on the school system both now and in the future, in the education of students in English as a Second Language. The number of students requiring ESL programs within the Calgary Board of Education has grown enormously. Between 1975 and 1982, the average growth factor was approximately 17% per year (consult Table 3); but since September, 1979, the overall numbers have increased by about 135%. January 1982 enrolment figures were 1467 and September 1982 figures were 1344, representing a slight decline of eight percent.

Canada's immigration totals for the next few years will range between 130,000 and 140,000 annually. Alberta will acquire between 15-20% of this total of which 45% will locate in Calgary. Not all of these primary immigrants will be non-English speakers, of course, but in addition to them, secondary immigrants will be moving to Alberta from other parts of Canada, including French Canadians and other New Canadians (Wyatt 1982b). In addition, one cannot predict world crisis situations which may cause Canada to open its doors out of compassion as was done for "The Boat People." For all these reasons, therefore, predictions regarding the Calgary Board of Education's future ESL student population remain tenuous.

TABLE 3

ESL STUDENT ENROLMENT
CALGARY BOARD OF EDUCTION
1975 - 1982[1]

YEAR	MONTH	NUMBER OF E.S.L. STUDENTS	INCREASE OVER LAST FIGURE	PERCENTAGE INCREASE OVER LAST FIGURE
1975	September	194		
1976	January	262	68	35 %
	September	240	(22)	(8 %)
1977	January	307	67	27 %
	September	379	71	23 %
1978	January	399	20	5 %
	September	406	7	1 %
1979	January	491	85	20 %
	September	624	133	27 %
1980	January	711	87	13 %
	September	946	235	33 %
1981	January	1046	100	10 %
	September	1243	197	18 %
1982	January	1467	224	18 %
	September	1344	(123)	(8 %)

[1]Belsher, 1981a, p. 56.

2) Appropriateness of Program Delivery Modes

During the 1981-82 school year, five forms of ESL program delivery were utilized (see above). It was felt that each mode of program delivery needed to be assessed for effectiveness from the viewpoint of students, parents, teachers and administrators. It was not assumed that one type of program delivery would meet all needs better than any other; rather, program appropriateness to student needs would be considered in making recommendations for future program development.

3) Need for Policy Development

Due to the rapid growth of the ESL program, policies and guidelines for its administration have not kept pace. Major issues such as the jurisdiction of ESL students, placement of the ESL program in the system, and pupil-teacher ratio needed clarification. In order to ensure appropriate planning for the future direction of the program, additional policy is required.

Therefore, based on these information needs, an evaluation process was launched in September, 1981. Phase I of the evaluation was conducted internally by the Program Evaluation Department and resulted in two volumes of baseline data and historical documentation related to the ESL program (Belsher, 1981a and b). In January, 1982, Alberta Education (Planning and Research) agreed to fund an external evaluation and thus Phase II of the

Evaluation Project was initiated. The Project ran from March to December, 1982, with study recommendations based on data collected from April to June, 1982.

5. What does the Evaluation Examine?

Phase I of the evaluation identified five major areas of concern to teachers and administrators involved in ESL; specifically:

1. Operation and organization of the program
2. Staffing
3. Expectations of Program staff
4. Program Resources
5. Communication

Based on these areas, five research questions were posed. These included:

1. STUDENT NEEDS

   What special needs of the English as a Second Language student population need to be addressed by the Calgary Board of Education's English as a Second Language program?

2. PROGRAM NEEDS

   What is the most effective way or ways to organize, administer and deliver the Calgary Board of Education's English as a Second Language program in order to meet student needs effectively?

3. STAFF NEEDS

What considerations related to the teaching staff of the Calgary Board of Education's English as a Second Language program need to be addressed in order to ensure the program's effectiveness?

4. RESOURCE NEEDS

What resources are required and how should they be deployed in order to operate the Calgary Board of Education's English as a Second Language program effectively?

5. COMMUNICATION NEEDS

What methods should be employed to ensure that information regarding ESL students, their needs and progress, can flow easily both through the system and to and from their homes?

6. How was the Evaluation Conducted?

Data was collected by means of interviews and questionnaires. The interviews were both formal and informal; the questionnaires consisted of both structured and open-ended items. Study participants included:

1. ESL Students
2. Parents of ESL Students
3. ESL Teachers
4. Regular Teachers of ESL Students
5. Principals of ESL Schools
6. Principals of Feeder Schools
7. Administrators of the ESL Program and Central Office Administrators

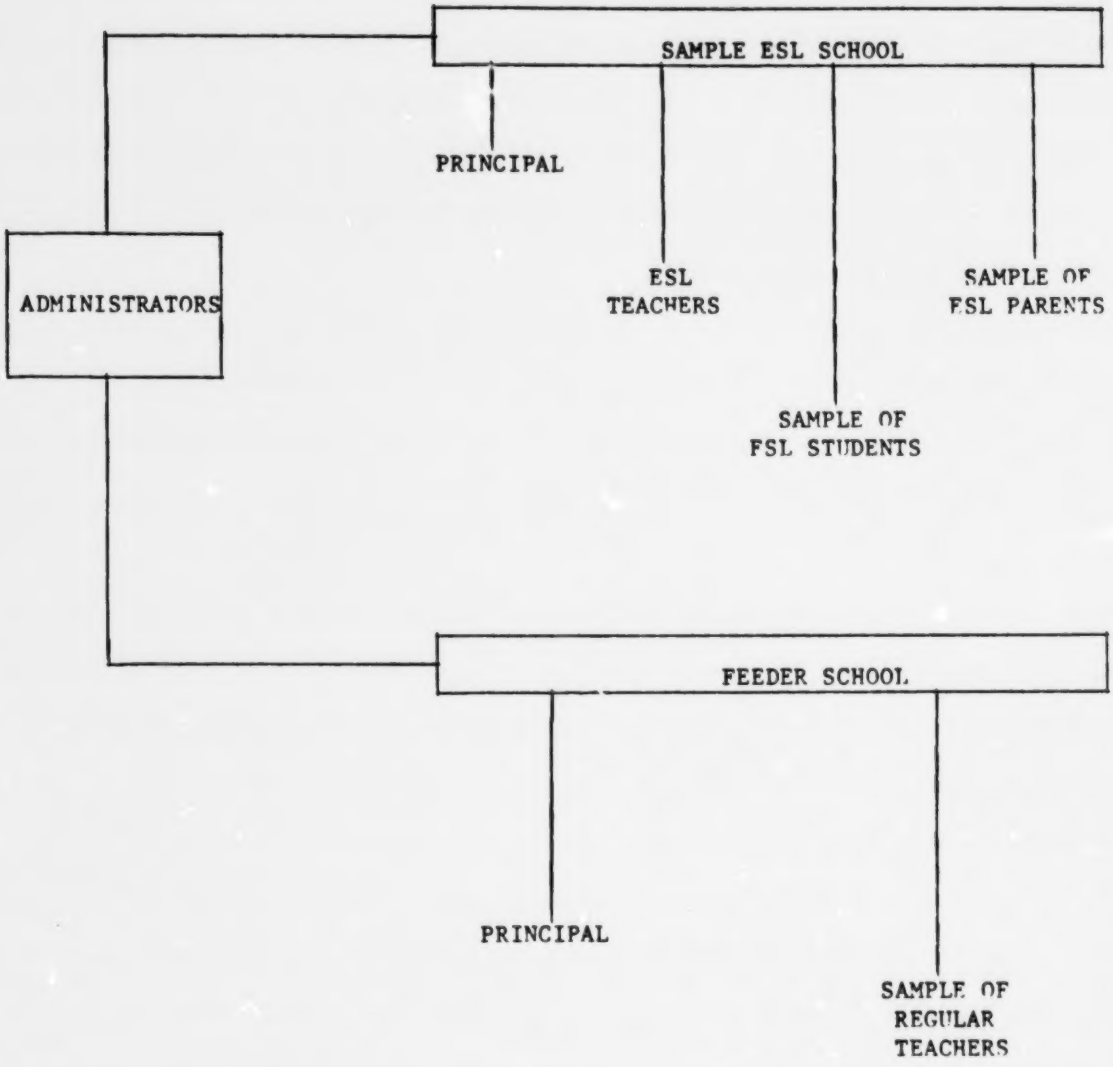
The study was designed so that certain ESL schools became focal points They provided the pool from which study participants were selected by a multi-stage cluster sampling method. All investigation was limited to these schools, their feeder schools and their administrators. Consult Table 4 for a diagrammatic representation of the study design.

Completion rates of study instruments were 90% or greater in all cases. Data was analyzed quantitatively through use of the Statistical Package for the Social Sciences (SPSS) and qualitatively through content analysis procedures involving the development of categories and the summarizing of responses. A detailed explanation of the design and methodology of this study, along with a summary of findings, is available in the complete version of this report.

The second chapter of this summary report describes the conclusions drawn from the data and advances recommendations for the Calgary Board of Education to consider when developing future plans for its ESL program. A list of these recommendations also appears at the beginning of this report (pp. x - xiii).

TABLE 4

ESL EVALUATION STUDY DESIGN



CHAPTER II - CONCLUSIONS AND RECOMMENDATIONS

Well, what of Shiu, John, Gurdeep, Ken and their peers? The findings of this evaluation show, generally, that they love going to school in Calgary and living in Canada. They like their ESL classes and their regular classes and most are satisfied that they are learning English fast enough. They only wish they had more Canadian friends.

Their parents, teachers, and principals tend to agree with them, but with a broader perspective, they also see some stresses and strains in the ESL program resulting from rapid growth.

Most of these problems can be ameliorated by the Calgary Board of Education through the development of policy in the area of ESL, through some program and curriculum changes, and through a heightened awareness of multiculturalism on the part of all staff members.

It is hoped that the conclusions and recommendations which follow will assist the Calgary Board of Education in providing appropriate educational experiences for ESL students, will help administrators cope effectively with a fluctuating ESL student population, and will provide Alberta Education with information which can be used in the consideration of ESL programs across the province.

The five research questions posed at the beginning of the study will provide a focus for both the conclusions drawn from the data collected and the resulting recommendations.

1. Student Needs (Research Question One)

What special needs of the English as a Second Language student population need to be addressed by the Calgary Board of Education's English as a Second Language program?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION ONE

Student needs were divided into four areas: a) Instructional Needs; b) Social Needs; c) Emotional Needs; and d) Cultural Needs; and each will be referred to in turn.

a) Instructional Needs

Senior High students registered dissatisfaction with the speed of their acquisition of English, while Elementary and Junior High students were satisfied. In addition, while only half of all regular classroom teachers indicated that they were meeting students' supplementary language needs effectively, at the Senior High level, 77% of regular classroom teachers felt that they were <u>not</u> providing effective supplementary language instruction. Therefore, it can be concluded, at the Senior High level, that ESL students' instructional needs in both the ESL classroom and the regular classroom are not being adequately met.

Another need area related to Senior High students is their lack of schooling. In the age 16 to 18 category, 25% of students have had only

four to six years of schooling in their former country. There is currently no booster-type program which addresses the need for academic and conceptual upgrading as well as language development.

At the Elementary level, principals in the study identified 18 ESL students with multiple problems or special learning needs. Several parents registered concern that their children's special learning needs were not being met and few were aware that the Calgary Board of Education provided learning assistance and resource room services. It appears that current ESL students are not being provided with those services available to regular students with special learning needs.

A final instructional need of ESL students at all levels involves assessment and placement. ESL teachers were dissatisfied with the adequacy of current ESL student assessment prior to placement and with placement in the appropriate grade. The comments of some parents supported these concerns.

b) Social Needs

The Social integration of ESL students is an area of which all staff members should be made aware. Only 32% of those students interviewed actually visit with Canadian friends outside of school at least once a week. Parents underlined the need for their children to have English-speaking friends. ESL teachers felt, in particular, that at the Junior High level, ESL students' social needs were not being met.

c) Emotional Needs

Although ESL teachers were viewed by other staff members as doing an excellent job, they themselves felt that they were not meeting ESL students' emotional needs adequately. Both ESL teachers and principals of Host schools felt that additional support should be provided by Guidance Counsellors and School Psychologists to aid ESL teachers in meeting students' emotional needs. In addition, at the Elementary level, regular classroom teachers were not perceived by ESL teachers as supporting students' emotional needs.

d) Cultural Needs

All staff members indicated that ESL students' cultural needs were not being met. The high priority given to the concept of Multicultural Liaison Workers by both ESL teachers and Host principals supported this view. Such workers would link ESL students and their families with the school and the community. A copy of the role description for similar workers in the Vancouver School Board is attached in Appendix 4. It must be noted that parents were generally satisfied with their children's ability to maintain both native language and cultural identity.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION ONE

Based on these conclusions regarding ESL students' needs, the following recommendations are made:

RECOMMENDATION 1

That criteria, including time lines, be adopted for the complete integration of ESL students into regular classes at all levels in the school system, but particularly at the Senior High level.

RECOMMENDATION 2

That support services, such as drop-in tutorial services in schools, be provided in schools on an ongoing basis for ESL students who have been placed in regular classes.

RECOMMENDATION 3

That transition classes involving content areas be developed and taught by ESL and regular staff for both Junior and Senior High ESL programs and that completion of these courses be included on students' records.

RECOMMENDATION 4

That Alberta Education be approached regarding the granting of credit for satisfactory completion of transition courses at the Senior High level.

RECOMMENDATION 5

That a booster program be developed at the Senior High level for students having an educational gap of more than two years which would involve academic upgrading, career counselling for both students and their parents, and tutorials in the native language to aid conceptual development.

RECOMMENDATION 6

That the Calgary Board of Education confirm that all resources available to regular students be made available to ESL students, including such services as resource rooms, Learning Assistance Centres, school psychologists, and guidance counsellors.

RECOMMENDATION 7

That all ESL students be assessed to identify both language and educational needs prior to placement in schools and be assessed periodically thereafter to monitor progress.

RECOMMENDATION 8

That grade placement of ESL students be determined by their chronological age.

RECOMMENDATION 9

That a policy endorsing multiculturalism be adopted by the Calgary Board of Education, acknowledging the presence of students of all nationalities as an enriching factor for all.

RECOMMENDATION 10

That all schools, but in particular the Junior High schools, stress integrative social activities and foster multicultural awareness through such strategies as buddy systems, international games, and multicultural field trips.

RECOMMENDATION 11

That a team of para-professional Multicultural Liaison Workers be established to link ESL students, their parents, and their ethnic communities with school staff, the school, and community resources.

2. Program Needs (Research Question Two)

What is the most effective way or ways to organize, administer and deliver the Calgary Board of Education's English as a Second Language program in order to meet students' needs effectively?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION TWO

There are currently two major delivery modes being employed by the ESL program: a) The Partial Day Model, which occurs at the Elementary level, involving the withdrawal of ESL students from Feeder Schools for a portion of the day and the transportation of them to a Host School in order to attend an ESL class; and b) The Reception Class Model, which occurs at the Secondary level, involving the permanent registration of ESL students in a school having ESL classes with increasing integration into regular classes. In addition, three special ESL projects were in operation in the 1980-81 school year. These were: c) The Resource Room Withdrawal Project at Acadia School with ESL students from outside the community being transported on a full-time temporary basis to the school for both ESL and regular classes; d) The Itinerant Teacher Withdrawal Project in the East Area involving one Itinerant Teacher travelling from school to school to provide support and materials for regular classroom teachers in Division I with ESL students fully integrated into their classes, as well as to work with ESL students on an ad hoc basis; and e) The Pre-Employment Pre- Vocational English as a Second Language (PEPVESL) Project at Forest Lawn Senior High School, providing an alternative course of study for a group of 15 ESL students who spent at least a year in ESL already, but whose progress had been slow. Each of these delivery modes and special projects will be addressed in turn. Finally, some conclusions will be drawn regarding general program needs in the area of policy development and curriculum development.

a) The Partial Day Model

Two serious problems are evident in this model as it is currently being employed. These are: i) An Information Gap; and ii) Transportation Costs.

i) An Information Gap

A glance at the responses of Feeder principals reveals their serious lack of knowledge about the ESL program and the needs of ESL students. For example, 83% of Feeder principals indicated that their ESL students had no multiple problems or special learning needs as opposed to 35% of Host principals. In addition, they were much less positive than Host principals about the effectiveness of ESL teachers in meeting social, emotional, and cultural needs. Only 27% felt regular teachers were providing effective supplementary language instruction compared to 80% of Host principals.

In nearly all cases regarding needed administrative guidelines for ESL, 50% of Feeder principals made indeterminate responses. They reacted similarly when questioned about the adequacy of support services to ESL.

Feeder principals' lack of understanding of the Itinerant Teacher concept was evidenced by the fact that 67% said that the language needs of Grades 3 to 6 children were better served in the ESL classroom, and 67% also said that the Itinerant Teacher concept should be piloted for Grades 3 to 6.

In all cases, communication regarding ESL between the principal and other staff members was judged at least 30% less positively by Feeder than by Host principals. It must also be noted that the adequacy of staff orientation to the ESL program and ESL student needs was judged much less positively by Feeder principals than by Host principals.

It appears that Feeder principals know little about the ESL program to which they send their students and are not as aware of ESL student needs as Host principals. The ESL students enrolled in Feeder schools are being less well served than those in Host schools. The serious information gap evident in the Host-Feeder relationship weakens the effectiveness of the Partial Day Model.

ii) Transportation Costs

In our student sample, which constituted 17% of the total ESL student population, 86 students were located in Feeder Schools. Of these, 29 went to ESL class by taxi, 21 by bus, and the rest walked or made other arrangements. Principals' data indicated that while most schools sent five students or fewer by taxi, two schools were sending between 11 and 15 students. One school sent more than 15 students by bus, and one school allowed between 11 and 15 students to walk to their ESL class.

The estimated ESL taxi budget for 1982 is $147,693 (Shaver, 1982). Problems cited by the Transportation Department included ever-changing arrangements for a changing population, taxi punctuality, and driver attitude.

However, the costs involved in such a transportation network are not only financial, but also time lost and effects on the teaching and learning process. Students are losing up to 30 minutes from their instructional day in travel time, as most students took 15 minutes or less to get to their Host school. It must be noted, however, that eight students took up to half an hour to travel one way, and one student took nearly an hour.

It is likely that the instruction they are missing in their regular classrooms is in the content areas, as it would be nearly impossible to synchronize Language Arts in every Feeder School with the ESL program in the Host School. The preparation time of ESL teachers is also frequently infringed upon by early arrivals and late departures. Principals also indicated that time was involved training students to use the bus and that students who stayed over the lunch hour required supervision.

Sixty-three percent of regular classroom teachers felt that transportation arrangements did not interfere with the teaching process. This attitude is understandable because once the ESL student disappears from class the teachers' load is lightened. However, 93% of ESL teachers said that the teaching process in the ESL classroom was affected negatively by transportation arrangements. Taxis are late, students miss them, classes must be run according to city bus schedules, and arrivals and departures are impossible to synchronize.

Again, views differed regarding the learning process: 60% of regular teachers felt that transportation did not interfere with the learning process; 73% of ESL teachers said that it did.

Students and parents were generally positive regarding transportation while principals were ambivalent.

The financial costs, instructional time lost, and interference with both teaching and learning processes, must be judged as factors working against the effectiveness of the Partial Day Model.

Therefore, it appears that ESL students in Feeder schools are being less well served then ESL students in Host schools. Their principals know less about their needs and less about how those needs are being met than do Host principals. They are losing valuable instructional time while in transit, and their learning process is being interrupted. The Board is losing money by administering a complex transportation network and by supporting transportation costs. And ESL teachers' primary task of language instruction is interrupted by juggling arrivals and departures of students.

In conclusion, the Partial Day Model as currently employed across the system is not providing ESL services effectively to all ESL students. Considering the different size of the ESL student population in different Areas of the system, a more local response to ESL student needs would be more appropriate. In consultation with ESL administrative staff, Areas could select a variety of instructional solutions to provide more responsive service to their ESL students.

b) The Reception Class Model

The Reception Class Model at the Secondary level appears to be an effective way of delivering ESL instruction, with the following exceptions: i) The Need for Administrative Structure at the School Level; ii) The Need for Vocational Programming; iii) The Need for full-time Reception Classes; and iv) The Need for Speeded Integration.

i) The Need for Administrative Structure at the School Level

Senior High principals indicated strongly a need for administrative policies and guidelines for the organization of the ESL program at the school level. Included were such areas as:

1. Organization of the ESL program within the school
2. ESL program size within the school
3. ESL class size
4. Criteria for placement of students within available ESL classes
5. Degree of articulation between ESL and content areas

ii) The Need for Vocational Programming

Aside from the PEPVESL program (see below), students, teachers, and principals agreed that more vocational programming should be made available to ESL students. However, before another vocational program is mounted, careful consideration needs to be given to

feasibility of implementation and program goals and components. Other ESL programs should be consulted regarding their success with similar courses, and parents and students should be consulted regarding their expectations.

iii) The Need for Full-Time Reception Classes

Few schools, if any, at the Secondary level hold full-time reception classes for the new non-English speaking student. Both regular and ESL teachers felt that such intensive full-time initial instruction in the school would speed the process of integration.

iv) The Need for Speeded Integration

The dissatisfaction of Senior High ESL students at their speed of language acquisition has been addressed above in the section entitled Student Needs.

A comment must be made about the Junior High ESL program. Apart from the need for social integration already identified, and apart from ESL teacher attitudes which tended to be diverse at this level, the data remains inconclusive regarding the ESL program at the Junior High level. There is no clear endorsement of the Reception Class Model as it is currently employed. The importance of an effective ESL program for students in these middle years cannot be underestimated, but it remains unclear whether or not a relatively successful approach at the Senior High level is in fact the most appropriate for Junior High use. Further study is required.

It can, however, be concluded for the Senior High Reception Class Model that it is an appropriate delivery mode which can better address students' needs if administrative policies at the school level are outlined, if vocational programming needs are addressed, if full-time reception classes are developed, and if the students' desire for more rapid integration is attended to.

c) The Resource Room Withdrawal Project

Students in the Resource Room Withdrawal Project indicated general satisfaction with Acadia School and with the ESL program, although all had experienced trouble adjusting to the school and few saw Canadian friends regularly. The parents interviewed were positive about transportation arrangements, but tended to be divided in their attitudes towards the school and the ESL program. In particular, they cited learning problems which had not been addressed. Communication between home and school and between ESL and regular teachers was a positive aspect of this project.

However, at the end of the 1982 school year, the project was terminated for the following reasons: 1) The Resource Room Withdrawal Project created a false population by bringing in students from outside the school's community; 2) The Resource Room Withdrawal Project took the responsibility for the immigrant child away from the Feeder school; and 3) The Resource Room Withdrawal Project led to an inequitable sharing of regular teacher resources across the system (Wyatt: 1982c).

d) The Itinerant Teacher Withdrawal Project

The Itinerant Teacher Withdrawal Project implemented in the East Area with one Itinerant Teacher must be considered a success. Over half of the Division I students in the project were not aware that they were receiving ESL instruction and had experienced no difficulty in adjusting to school. Their comments were particularly enthusiastic about their regular classes. However, only 18% saw Canadian friends outside of school at least once a week.

Parents interviewed were very satisfied with both ESL and regular classes, and with their child's ability to make Canadian friends. The majority of ESL teachers felt that the language needs of these children are better served in the regular classroom. In the East Area, 82% of regular teachers and 57% of principals supported expansion of the concept. Elementary ESL teachers in all Areas were less enthusiastic about expansion of the concept.

In the fall of 1982, while the Evaluation Study was still under way, the Itinerant Feeder Withdrawal Project was expanded to employ a total of 3.6 ESL teachers in four Areas, including the continuation of the teacher described previously. One of the new Itinerant Teachers was to serve an ESL population in a possible 33 schools, although after initial assessment, only eight schools with a total of 30 ESL students required her assistance.

It can be concluded that the professional development focus of the project is working successfully due to the support of the regular classroom teachers. The approach is certainly more cost effective than the Partial Day Model and more responsive to population changes. However, instructional areas of concern which need to be addressed include:

i) Effectiveness of alternative methods of ESL instruction employed by Itinerant Teachers (i.e., small group instruction, demonstration lessons, one-to-one instruction, etc.)

ii) Establishment of guidelines for numbers of schools and students which can effectively be served by one Itinerant Teacher

iii) Social integration of ESL students compared with other instructional models

iv) Input of parents

v) On-going annual review of project effectiveness and flexibility

vi) Itinerant Teacher satisfaction

e) The Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project

The PEPVESL Project does not appear to be meeting ESL student needs effectively. Only 50% of the PEPVESL students felt that they were learning English fast enough. Sixty percent had six years or fewer of schooling in their former country and 60% worked up to a 40-hour week cleaning offices. Most parents interviewed had never visited the school. Only half were satisfied with their child's progress in

regular classes. Twenty percent of the students saw Canadian friends regularly and parents were concerned about social integration. Both students and parents wished for more parent-school contact.

The work experience component of the project appears to be inappropriate for these students, already in the work force, because they are not paid for their efforts. The survival levels of English and Math which are part of the program are of a vocational nature, but may not be addressing the remedial needs of these students.

Student needs and project goals are no longer congruent. The original goal of preparation for employment in a Canadian context is not addressing these students' pressing needs in the most effective manner. Therefore, this project should be terminated.

An extension of the project into Jack James Secondary School in September, 1982, should be reviewed for goal clarification in light of the above conclusion.

f) General ESL Program Policy Development

Principals and ESL teachers supported the need for policy development at the Board level for the ESL program in the following areas:

i) Criteria for entrance to and exit from ESL classes

ii) Criteria for dealing with ESL students having multiple needs

Program standards for ESL would help to coordinate the ESL program across the system. A clear policy which outlines a philosophy and procedures for helping ESL students who have multiple needs would ensure that these students are receiving equivalent service across the system.

g) Curriculum Development

Although this study did not address the topic of curriculum with any degree of specificity, in general terms, certain issues relating to curriculum emerged from the data.

i) There should be curriculum development within each Division of grades.

ii) Curriculum consistency should be achieved within each Division of grades.

iii) Guidelines for ESL should be developed either locally or jointly with Alberta Education.

iv) ESL resource guides should be developed for ESL teachers and other staff members.

ESL curriculum development and curriculum consistency within each Division of grades would foster program coordination and be of particular benefit for ESL students moving within the system. The issue of ESL guidelines has already begun to be addressed in a joint manner by local boards and Alberta Education. This will foster program coordination on a provincial scale. Resource guides should be developed not

only for ESL teachers, but also for regular teachers who have ESL students in their classes to assist them in providing appropriate supplementary language instruction, and for all principals to assist them in providing access to community resources.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION TWO

Based on these conclusions regarding ESL program needs, the following recommendations are made:

RECOMMENDATION 12

That use of the Partial Day Model be re-examined in light of the viability questions raised in this study.

RECOMMENDATION 13

That consideration be given to the use of a variety of solutions to the ESL needs of each Area of the system in order to provide flexible and responsive ESL services, and that decisions about appropriate delivery modes be determined within each Area.

RECOMMENDATION 14

That ESL programs at the Senior High level be consolidated into specific schools and that principals of these schools provide for appropriate administrative representation.

RECOMMENDATION 15

That full-time reception classes for non-English speaking students be provided in Senior High schools which offer ESL services.

RECOMMENDATION 16

That the feasibility of operating a vocational program for ESL students in secondary schools be considered, based upon the experiences of other major Canadian ESL programs, upon current and future secondary ESL student needs, and upon parental input.

RECOMMENDATION 17

That upon completion of its responsibility to currently enrolled students, the Pre-Employment Pre-Vocational English as a Second Language (PEPVESL) Project be terminated.

RECOMMENDATION 18

That the use of the Reception Class Model at the Junior High level be re-examined in light of inconclusive study findings about its viability for ESL students in these grades.

RECOMMENDATION 19

That the effectiveness of the Itinerant Teacher Withdrawal Project be reviewed annually for flexibility, teacher satisfaction, ESL student

social integration, parental input, and adequacy of administrative guidelines, and that the findings be used as a factor in determining the future direction of this delivery mode.

RECOMMENDATION 20

That the Calgary Board of Education develop criteria for student entry to and exit from ESL programs.

RECOMMENDATION 21

That the Calgary Board of Education develop guidelines for providing for ESL students having multiple needs.

RECOMMENDATION 22

That the Calgary Board of Education encourage the development of ESL curricular guidelines for each Division of grades to foster program consistency and that these guidelines be disseminated to all principals and to regular classroom teachers of ESL students.

RECOMMENDATION 23

That appropriate ESL resource guides be developed for each of the following groups: principals, ESL teachers, and regular classroom teachers.

3. Staff Needs (Research Question Three)

What considerations related to the teaching staff of the Calgary Board of Education's English as a Second Language Program need to be addressed in order to ensure the program's effectiveness?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION THREE

The Calgary Board of Education and its ESL students have been fortunate over the years to be served by a dedicated, hard-working and concerned group of ESL teachers, who are to be commended for their service. They are perceived by students, parents, other teachers and principals as doing an excellent job meeting students' instructional needs. However, the stresses and strains of a rapidly growing program have resulted in certain ESL teacher needs which must be addressed; specifically, a) Preparation Time; b) Staffing Ratio; and c) Professional Development.

a) Preparation Time

It appears that ESL teachers' preparation time is being encroached upon by a variety of factors. Only 44% of ESL teachers indicated that they had adequate preparation time; 48% had less than 30 minutes per day. The major problem at the Elementary level appeared to be the amount of time required for the coordination of students travelling to neighbourhood schools during this period; and Senior High teachers indicated that their preparation time was taken up with tutorial work and administrative duties. The preparation time of ESL teachers should be

reviewed relative to that of regular teachers for adequacy of time and appropriateness of activities performed during that time to ensure that contractual obligations are being met.

b) Staffing Ratio

There has been uncertainty regarding the staffing ratio for ESL teachers. The 12:1 full time equivalent ratio which was applied several years ago has been discarded. Some ESL teachers maintained in their comments that the actual ratio was 20:1 full time equivalent. This issue should be clarified in writing and disseminated to all ESL teachers and their principals.

c) Professional Development

The importance of pre-service training in ESL instruction and of ongoing professional development activities cannot be emphasized enough. The data collected in this study shows strong statistical responsible for the recruitment and employment of ESL teachers and principals responsible for ESL teacher evaluation should make themselves familiar with these findings. Two major conclusions can be drawn: i) There is a need for relevant hiring and evaluation criteria for ESL teachers; and ii) Professional development time is used inefficiently.

1) The Need for Relevant Hiring and Evaluation Criteria for ESL Teachers

ESL teacher training and professional development appears to be somewhat limited in the Calgary area. While 84% of ESL teachers have attended university courses in ESL instruction, only half of them have taken three or more courses. Seventy-one percent have read three or more texts on ESL on their own; 66% have read three or more journal articles on ESL this year; 51% have ever attended three or more conferences on ESL; and 49% have attended three or more in-service activities this year.

There were significant statistical correlations between pre-service training or on-going professional development and positive teacher attitudes regarding ESL instruction. Those without training, or who had not made efforts to acquire knowledge related to ESL, tended to be uncertain or negative in their attitudes.

There were significant correlations between the number of in-service activities attended by ESL teachers and their support of the administration of ESL. In addition, the language skills of ESL teachers also proved to be influential. Seventy-one percent of the ESL teacher sample spoke another language. Without exception, they felt that this skill had helped them teach ESL. Significant correlations emerged between their ability to speak more than one language and their perception of ESL program needs. They also felt more strongly than monolingual teachers that they were meeting students' social and cultural needs.

When principals were asked to judge the importance of a number of proposed hiring criteria for ESL teachers, both Host and Feeder principals indicated that Personal Suitability and Attitudes Towards Immigrant Children were important criteria. They differed, however, on a third criterion: Host principals considered Interpersonal Skills with Staff Members important, while Feeder principals rated Training in Second Language Acquisition more highly. Ironically, while the data supports the primacy of pre-service and on-going training, Host principals who evaluate ESL teachers do not value this criterion as highly as the less informed Feeder principals. This fact, coupled with Host principals' limited in-service in ESL teacher evaluation (see below), points to a weakness in the system relative to the need for clearly defined criteria or guidelines for the hiring and evaluation of ESL staff.

ii) The Inefficient Use of Professional Development Time

Many ESL teachers are bound to school-based professional development day activities and thus are only able to meet other ESL teachers after hours. This has resulted in a scheduling problem for ESL in-service activities and may explain their low attendance rates at such functions. However, the strength of statistical relationships between professional development and teacher attitude suggests that attendance at in-service activities should be compulsory. But the comments of some ESL teachers indicated that in-service activities were not meeting their needs. Therefore, a spectrum of activities should be provided to meet the needs of

teachers at different levels of professional development. In addition, it was noted that professional development activities in ESL instruction available at the university level were quite limited in nature. Therefore, the Calgary Board of Education should support its ESL staff needs by requesting that sufficient university-level training in ESL instruction be provided.

Principals' comments indicated, on the other hand, that the participation of ESL teachers in school-based professional development activities related to the ESL program and ESL student needs were beneficial for staff orientation. Therefore, it seems appropriate that ESL teachers should spend some of their professional development days with their school staffs and the others with ESL teachers. Eighty percent of Host principals in the study supported the concept of holding a joint professional development day with other Host schools to enable ESL teachers to meet for such professional activities. This supportive attitude on the part of principals should be followed up.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION THREE

Based on these conclusions regarding staff needs, the following recommendations are made:

RECOMMENDATION 24

That principals of schools having ESL teachers review the preparation time of those teachers for both adequacy of time relative to regular teachers and appropriateness of activities performed during that time to ensure that contractual obligations are being met.

RECOMMENDATION 25

That the full time equivalent staffing ratio for ESL teachers be clarified in writing and disseminated to all ESL teachers and their principals.

RECOMMENDATION 26

That ESL teacher hiring and evaluation criteria be revised to make pre-service training and ongoing professional development priority items.

RECOMMENDATION 27

That participation in ESL professional development activities be a condition of employment for ESL teachers.

RECOMMENDATION 28

That schools hosting ESL classes arrange to have one joint professional development day per year to enable ESL teachers to participate in professional activities.

RECOMMENDATION 29

That current ESL in-service activities be examined for their appropriateness for ESL teachers who are at various stages of their professional development.

RECOMMENDATION 30

That the Calgary Board of Education request that sufficient professional training in ESL instruction be provided by the University of Calgary and the other Alberta universities.

4. Resource Needs (Research Question Four)

What resources are required and how should they be deployed in order to operate the Calgary Board of Education's English as a Second Language program effectively?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION FOUR

At the present time, the ESL program appears to be well funded and few resource needs are evident. One area identified by principals as needing improvement was the provision of more funds for field trips and multicultural activities involving ESL students. Another problem area at the Elementary level was related to the availability of school funds for the specific purchase of ESL materials.

B. RECOMMENDATION RELATED TO RESEARCH QUESTION FOUR

Based on these conclusions regarding resource needs, the following recommendation is made:

RECOMMENDATION 31

That principals who have ESL students in their schools designate funds in their budget for ESL activities and supplies.

5. Communication Needs (Research Question Five)

What methods should be employed to ensure that information regarding ESL students, their needs and progress, can flow easily both through the system and to and from their homes?

A. CONCLUSIONS RELATED TO RESEARCH QUESTION FIVE

It is apparent from the findings of this study that information regarding ESL students is neither flowing through the system nor to and from their homes.

a) System-wide Communication

Within the system, communication regarding ESL students appears weak in two main areas: (i) Staff In-Service on ESL; and (ii) Communication among Staff Members.

i) Staff In-Service on ESL

Principals and regular classroom teachers who have ESL students in their classes do not feel that they have had adequate orientation to either the ESL program or ESL student needs.

Over half of the regular classroom teachers in the study indicated that they felt communication should be improved between themselves and their respective ESL consultants. Fifty-eight percent of Feeder principals felt that regular teachers had not received adequate orientation and approximately 40% of Host principals agreed.

Only 33% of Feeder principals felt that they themselves had adequate orientation to the ESL program and the needs of ESL students. This finding is substantiated by the general lack of knowledge related to ESL demonstrated by Feeder principal responses to their questionnaire and has resulted in a major weakness in the Partial Day Model.

While 60% of Host principals felt that their orientation was adequate, only 30% were satisfied with their in-service on ESL teacher evaluation. Not surprisingly, Host principals' perceptions about ESL teachers' ability to meet students' language, emotional, social, and cultural needs correlated significantly to these principals' opinions regarding the inadequacy of their own in-service on ESL teacher evaluation.

Therefore, it can be concluded that in-service activities should be conducted for regular classroom teachers having ESL students in their classes on the ESL program, on student needs, and on multicultural awareness. All principals, whether they host ESL classes or not, should also receive similar in-service. Such activities could include foreign language-culture orientation sessions, could provide information on community resources, cultural adjustment and its implications for teaching and learning, and could advance suggestions for creating a more positive multicultural atmosphere within the school environment. In addition, principals who have ESL teachers in their schools should receive in-service on ESL teacher evaluation and be provided with appropriate evaluation criteria.

ii) Communication between Staff Members

Communication between staff members about ESL students, their needs and progress, was judged unsatisfactory by at least one participant in the following pairs:

1. The ESL Teacher and the Regular Classroom Teacher
2. The ESL Teacher and Other Staff (Resource Room Teacher, Guidance Counsellor, Language Arts Staff)
3. The part-time ESL Teacher and the Host Principal
4. The ESL Teacher and the Feeder Principal
5. The Regular Classroom Teacher and the Resource Room Teacher
6. The Regular Classroom Teacher and the Principal
7. The Regular Classroom Teacher and the ESL Consultant
8. Host and Feeder Principals

9. Feeder Principals and the ESL Consultant

10. Feeder Principals and the ESL Supervisor

The degree of communication breakdown in this area can only be described as unsatisfactory. It is hoped that the many recommendations advanced in this report will tighten administrative procedures, clarify roles, identify appropriate services, and encourage staff involvement. Such activities as classroom exchanges would foster an understanding of the varying demands placed on staff members. Adequate attention to the areas cited above should result in a marked improvement in communication between staff members about the needs of ESL students.

b) Home-School Communication

Communication between Calgary Board of Education staff and parents of ESL students was judged unsatisfactory on all counts. Problems included: i) Lack of English Language Skills of Parents; ii) Infrequency of Parent-School Contact; and iii) Lack of Parental Knowledge of School Services.

i) Lack of English Language Skills of Parents

It appears that the major cause of poor home-school communication is due to the language barrier. The parents are very interested in the progress of their children and in all cases reacted positively to the interview situation set up for this study with an interpreter provided when necessary.

Of those parents interviewed for the study, 79% were judged by the interviewer as having minimal or no skills in English. Parents were generally dissatisfied with the speed of their own language acquisition; most claimed that they were too busy. Based on students' perception of their parents' English language skills, mothers' language skills lagged far behind fathers'. Twice as many mothers as fathers spoke no English; half as many mothers as fathers spoke English well.

ii) Infrequency of Parent-School Contact

Over 60% of the parents of ESL students interviewed for this study had never visited the school or talked to a teacher or principal by phone. The frequency of parent-school contact correlated negatively to the age and grade of the child to the point where two-thirds of the parents of Senior High School students interviewed had never been in touch with the school. Over half of all the ESL students interviewed desired more parent-teacher contact. ESL teachers and principals judged their communication with parents inadequate. Regular teachers were uncertain regarding their contact with parents of ESL students. Parents also were very uncertain about the adequacy of their contact with either teachers or the school.

iii) Lack of Parental Knowledge of School Services

Related to their lack of school contact was parents' lack of knowledge about school-level and system-level services. One

hundred percent were unaware of any help available for parents, such as parenting courses and family counselling; 97% were unaware of interpreter services or tutorial help for ESL students; 91% were unaware of special help for learning problems; 86% were unaware of library services; and 77% were unaware of counselling services.

However, 80% of parents were satisfied with the information they had received from the school about their child. One wonders how many cultural factors have influenced this attitude (e.g., differing role of the school in other cultures, the desire to save face, etc.). Principals, on the other hand, were dissatisfied with their communication with parents about their child's progress and also judged their communication inadequate regarding extra-curricular activities, the ESL program, regular course and program alternatives, school-level and system-level services, and the school system in general.

It must be concluded that the lack of skills in the English language on the part of the parents of ESL students is the main cause of poor home-school communication. Principals and teachers are uncertain how to approach non-English speaking parents; parents hesitate to communicate in an unfamiliar language. The result is infrequent parental contact with the school and a lack of knowledge about school services available. The establishment of a team of Multicultural Liaison Workers, recommended above, would certainly help to improve communication. In addition, establishment of a liaison service to link teachers and principals to community-based

translators who, upon request, would help staff members in the preparation of multilingual memos to the home and also in the translation of written communication from the home would also aid communication. In addition, parents of ESL students can be informed of continuing education opportunities available to them for English language acquisition. For many parents, the concept of continuing education is unfamiliar and needs to be explained. Also, the gap between the English language skills of mothers and fathers of ESL students needs to be addressed. In addition to work responsibilities and lack of knowledge about continuing education opportunities, some women may be home-bound due to either cultural preference or child-care duties. Language training can be conducted in other than institutional settings and consideration should be given by the Calgary Board of Education's Continuing Education Department to the special needs of these prospective adult students.

Finally, the parents of Calgary Board of Education ESL students should be informed of the outcomes of this study. Having participated in the generation of data for the evaluation and having so willingly welcomed Calgary Board of Education representatives into their homes, it is appropriate that the parents of ESL students receive a brief summary of study findings and actions taken by the Board on behalf of their children and themselves.

B. RECOMMENDATIONS RELATED TO RESEARCH QUESTION FIVE

Based on these conclusions regarding communication needs, the following recommendations are made:

RECOMMENDATION 32

That in-service activities be provided for regular classroom teachers and principals about the ESL program, ESL students' needs, and multicultural awareness.

RECOMMENDATION 33

That principals who have ESL teachers in their school receive in-service in ESL teacher evaluation and be provided with appropriate evaluation criteria.

RECOMMENDATION 34

That ESL and regular classroom teachers be encouraged to participate in short-term classroom exchanges to foster awareness and communication.

RECOMMENDATION 35

That an interpreter/translater liaison service be established to link principals and teachers to interpreter services in the community to aid communication with students and parents.

RECOMMENDATION 36

That parents of ESL students be made aware of continuing education opportunities for their own English language acquisition and, in particular, that the language needs of mothers of ESL students be addressed by the Calgary Board of Education.

RECOMMENDATION 37

That a brief summary of the findings of this study and the actions taken by the Calgary Board of Education as a result be circulated as feedback in a multilingual memo to the parents of ESL students.

6. Concluding Remarks

The wealth of information generated by this study provides a unique in-depth view of one major English as a Second Language program in Canada. The findings are both gratifying and unsettling - gratifying because the Calgary Board of Education has mounted a basically successful ESL program, unsettling because there is so much yet to be done.

To meet the ever-changing demands of the future, our schools should become more flexible. They should support the concept of multiculturalism so that all parties involved in the educational process may gain from that contact and they should foster the integration of ESL students - not only into our classrooms, but into our lives.

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